



## **Redesign Plan**

**Bow Elementary-Middle School**

**Detroit City School District**

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Bow School is a building with thirty-five classrooms including a library and a gym which is also used for a lunchroom. It is located in the northwest section of the city of Detroit. Located in what was once a very stable neighborhood, with beautifully maintained homes, it is now blighted with abandoned buildings everywhere. Its boundary streets are (on the east) John C. Lodge Service Drive, (on the south) Seven Mile Road, (on the north) Eight Mile Road and (on the west) Southfield Freeway (M39). The section of the neighborhood closer to the eastern boundary continues to have well maintained homes. As one travels west and gets closer to Southfield Freeway, the devastation becomes more visibly apparent. At one point, the area is overwhelmed with abandoned, boarded homes. It is a dangerous situation in which children play, travel to school, and maintain their daily lives.

The current student population at Bow School is approximately 537 and there are 57 staff persons. This school population has a high percentage of low SES. Thus, providing a school with enrichment opportunities for learning, extracurricular activities, breakfast, lunch and dinner programs is crucial and in many cases pivotal for successful learning.

The community is supportive of the school in reporting concerns they may have about the students. There is limited parent participation in parent organizations. A great amount of parent support exists in parents helping students with homework, attending school programs and Curriculum Night and Parent-Teacher conferences.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our purpose is to provide the best educational experience possible to every student enrolled at Bow School. We achieve our purpose by helping to prepare each student to become positive members contributing to a global society while experiencing a life of success.

Our mission is to "Teach to mastery in a nurturing environment".

This supports our knowing that:

- All children can and will learn academia when provided a nurturing environment with appropriate and proper academic placement and support
- Our words, actions and deeds impact the minds of every student and parent, therefore we choose our behaviors carefully to encourage positive, harmonious, productive high academic achievers
- Attitude determines altitude in the quality of achievement, accomplishment, attainment of goals and quality of life.

Programs which provide evidence of how our school embodies its purpose through its program offerings and expectations for students includes activities and experiences in the arts, music, sports, enrichment and many other programs provided through the 21st Century before and an after school grant. Additionally, we have a full sports program including baseball, basketball, track and field, soccer, golf, flag football and cheerleading. Our extended day enrichment programs offer additional learning time for all students at no additional cost to families. We know there are many barriers for children of poverty; therefore we include breakfast, lunch and dinner in our programs. We also have a full time site coordinator for social services. Additionally, our Academic Games program provides a learning opportunity for students in a fun and enriching manner.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Aesthetically, Bow School has improved in several areas over the last three years. One level of Bow School has recently been repainted. It gives the school a fresh look and has revived the walls. The Kindergarten wing of the building is fresh and inviting as is the remainder of the first floor. We have also received updates to the playground area. Our Green Room was cleaned out and revitalized with healthy plants. In addition, our Grounds Club cleared areas around the building and planted flowers to beautify our school grounds. This has had a positive effect on our overall school climate. We plan to continue beautifying our building and making it better each year.

As it relates to sports, our Bow School Barons Baseball Team, in their second year of play, finished the season in 1st Place in their division and played for the Championship in June, 2013. This was a great accomplishment for the team of Grade 4-7 boys because for many of them this was their first introduction to the sport. The students of Bow School look forward to continuing to have a baseball team in future years.

Academically, Bow School has experienced growth in reading and math.

Bow School MEAP results improved. In 2012, reading and mathematics scores improved. We are working toward significant student achievement improvement sustained over a period of time. We are working towards improving achievement across the board. We are especially working towards improving our achievement in Social Studies and Science.

Additionally, we will work towards improving the level of technology in the building, the professional technology development of staff and the equipment available for student use. We are committed to finding a means to increase the amount of our current technology. Working towards this end, we recently purchased new laptops and Kindles.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Bow School is a school that is adjusting to being reconfigured without the support for such a transition. The children have done a phenomenal job of making a major adjustment with minor support and no true explanation or rationale. With the support of their parents and the staff at Bow School, they have been successful in the social adjustment.

However, there is a need for many other programs which help address the barriers to learning. The children of Bow have to cope with many of these barriers because of the overbearing, suffocating poverty they deal with daily. The major concern is always the well-being of the children.

Needless to say, when the middle school students former school was closed three years ago, those students were angry and had no understanding of how to handle their anger. They attempted to be destructive. They continue to need mentoring programs, conflict resolution programs, financial literacy programs, street law programs and activities which will allow a safe and acceptable way to release aggression. We are working on expanding our programs to provide support. However, in our reform, we realize, based on data collected over the last two years, there needs to be additional support for the males. We know that increased attempts at addressing these barriers, will improve learning and the quality and level of achievement.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Tool

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Evaluation Assurance

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		DFT Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An addendum already exists (see attachment).	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	No	Bow is not a year one priority school.	



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Sarah Brooks; Teacher; sarah.brooks@detroitk12.org  
Kathleen Coney; Community/clerical; kathleen.coney@detroitk12.org  
Michelle Harris; Teacher; michelle.harris@detroitk12.org  
Lateresa Hurley; Teacher; lateresa.hurley@detroitk12.org  
Sylvia Johnson; Teacher; sylvia.johnson@detroitk12.org  
Markita McKissic; Teacher; markita.mckissic@detroitk12.org  
George Norfleet; Parent; george.norfleet@yahoo.com  
Rachel Saffold-Jones; Teacher; rachel.saffold@detroitk12.org  
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Sylvia Johnson; Teacher, sylvia.johnson@detroitk12.org  
Tanya White; Instructional Specialist, tanya.white@detroitk12.org

**PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

One big idea from the reform plan for Bow School is the implementation of Reading Apprenticeship as a part of our instructional design. This evidence based program provides a multitude of effective instructional strategies in which students develop and strengthen the use and application of reading skills in all content areas. As professional development is provided to staff, instructional practices will become school wide.

Another big idea that will greatly impact teaching and learning is the expanded use of data by all instructional staff members. Regularly scheduled opportunities for analyzing data, data dialogues, and use of formative and summative data, professional development in the use of data and the linking of student achievement data with teacher performance data on a monthly basis will greatly impact achievement.

A third big idea is the extended learning time for students and staff. Extending the school day for students, providing additional instructional time during lunch and extending professional learning time used effectively will also impact student achievement through enhanced instruction and more time on task for students.

**State what data were used to identify these ideas**

The data used to identify the "big ideas" include basic needs assessments, MEAP data, Accelerated Reading data, Benchmark data, attendance data, informal surveys, and MAP assessments. Additionally, research to select best strategies to achieve improvement goals occurred.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

The District will align the principal selection process for Priority Schools to the "two-year rule."

Detroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most important, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity. Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors and consultants provide professional development. Turnaround consultants will be utilized to assist

The Warren E. Bow instructional community has been led by the administrative leadership of Ernestine Woodward, the existing principal more than two years. Therefore, the current administrator may be replaced by Detroit Public Schools central leadership.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

Instructional, non-instructional, school leadership and central office leadership collaboration is essential in developing and cultivating an environment that promotes both professional and personal growth. Our district has collaborated with school administration and teacher leadership to develop a credible system that measures quality teachers, central office staff, school administrators and other staff. This evaluative system was developed to increase the effectiveness of the services that we provide. We are committed to providing maximum performance growth in our student's cognitive, physical, emotional, and social growth. Therefore, it is important that all team members have a shared vision and clear direction, we will pattern our efforts with specific actions outlined in District Leadership that works. All staff will receive professional development on the evaluative tool used to increase our student's growth and our staff's professional growth. In order to see our students grow, our educators must grow. Staff must understand that students are expected to increase achievement by the percentage established through collaboration in the core subject areas: math, reading and writing, social studies and science.

### LEADER EVALUATION

The original administrative evaluation of tool utilized by Detroit Public Schools was reviewed after receipt of the MCEE Final Recommendations. It was determined that the tool needed to be updated with components aligned to the administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. Below you will find a timeline for the development, implementation and inclusion of the additional components that were added to the tool. The initial goal setting was based upon the School Improvement/Reform-Redesign Goals that were submitted in the School Improvement Plans.

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance

rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data

Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) Managerial Leadership - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) Organizational Leadership - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 5) Professional Ethics - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Detroit Public Schools will continue to update the Administrative Evaluation Tool as recommendations are provided by the MCEE.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

School leadership will identify teachers and other staff members who increase student achievement and growth using a variety of measures. Examples include Benchmark assessments, Dibels assessments, Accelerated Reading, Accelerated Math, core curriculum assessments, and MEAP. Attendance that meets the established target, a crucial factor in student achievement, will also be acknowledged. Progress will be monitored by the school leadership team monthly, quarterly and yearly.

School leadership, teachers and other staff members who have increased student achievement will receive monthly, quarterly and yearly acknowledgement. Staff members who meet the criteria will receive acknowledgement of their achievement. They will receive certificates of

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achievement and accomplishments, additional planning time, gift certificates, gift cards, lunch with the leadership team, letters commending their achievement, published acknowledgement in the school newsletter, and/or posted on growth board and facebook. If funding permits, they may also receive plaques, trophies, compensation days and monetary compensation.

Central office will be notified of staff members who do not improve professional practice and have not increased student achievement so that the process of removal can be initiated.

Teachers who show signs of difficulty by the end of the first month should be identified and notified via a conference with leadership and union representation present. Using four major areas of effective classroom instruction including planning, environment, instruction and professional behavior, staff will receive on-going consultation and support. Monthly progress monitoring will occur. Quarterly assessment of achievement growth will occur to help determine progress. Staff members whose students do not show progress as evidenced by Open Court Assessments, Scott Foresman-Addison Wesley math assessments, Glory Math assessments and Accelerated Reading progress will first be provided a written warning of possible termination. Staff person will continue to receive support in the form of additional professional development, coaching and feedback through the leadership team or its designee. Within a predetermined time period, of which all involved will be notified, if achievement progress does not occur, a letter of termination will be recommended.

School leadership, specifically the principal will receive quarterly evaluations or feedback based on the major areas established by the District. A midyear evaluation will occur based on assessment results. A yearly evaluation will occur at the end of the school year. Criteria used to determine progress of instructional staff will be used to determine progress. Additional criteria for evaluation may also be used; Said criteria will be shared with all parties concerned prior to the actual evaluation.

According to Section 1249 of the Michigan Compiled Law, the new evaluation system ratings for all teachers and administrators must be

- "highly effective"
- "effective"
- "minimally effective"
- "ineffective"

### STATE MANDATED CORE ELEMENTS

1. Student Growth as predominant factor
2. Demonstrated Pedagogical Skills
3. Classroom Management
4. Teacher Attendance/Discipline Record
5. Accomplishments/Contributions
6. Relevant Special Training

The district can add additional elements as deemed necessary.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.**



### Goal 1:

All students at Bow will be proficient in Reading.

### Measurable Objective 1:

65% of All Students will demonstrate a proficiency in comprehension of reading complex and informational text in English Language Arts by 06/30/2017 as measured by District, State and Curriculum assessments.

### Strategy1:

Differentiated Instruction (Students farthest from the target) - Based on achievement data, the Bow School staff has determined that the implementation of differentiated instruction for all students, Reading Apprenticeship, Reciprocal teaching, progress monitoring, Piaget's cognitive development theory and targeted Marzano's 9 Strategies for selected students would best support our community in meeting targeted goals. These strategies were chosen after careful and strategic investigation of methods to improve student achievement. Differentiated instruction has been proven to increase student growth. The implementation of this strategy has been proven to positively affect individual student growth based on the student's skill level. Reading apprenticeship focuses on improving students reading comprehension throughout all content areas. Reciprocal teaching is a technique that is used to develop comprehension of a variety of reading texts. In this strategy, the teacher and the student use dialogue to focus on predicting, questioning, summarizing and clarifying complex text. This method models the scaffolding of existing knowledge and new information to develop a clear understanding of text. Marzano's 9 essential instructional strategies provide teachers with proven method to deliver instruction in all grade levels and content areas. In the book Classroom Instruction That Works by Teachers at Bow implement differentiated instruction, Progress Monitoring, reading apprenticeship, reciprocal teaching and Marzano's 9 instructional strategies.

These reforms were chosen to enrich and accelerate our current curriculum and delivery of instruction. The intent is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum. Differentiated instruction consistently yields positive results when used to increase student achievement (Laud, 2011). Our needs assessment found that our students need to strengthen their reading comprehension, therefore, reading apprenticeship was implemented. Reading apprenticeship infuses reading strategies throughout all content area instruction to increase comprehension in an effort to increase student achievement. (Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K., 2008). The use of Reading Apprenticeship strategies will be done in conjunction with Marzano's 9 to increase its effectiveness.

The use of Marzano's 9 Essential Instructional Strategies are proven to increase student achievement. While we encourage the use of all nine strategies, we have strategically chosen to specifically focus on the implementation of identifying similarities and differences. Out of the nine strategies, We develop and support our reform implementation through professional learning communities, additional instructional staff support i.e. content level instructional and Wayne RESA staff. Additionally, we have also chosen to use various professional development opportunities. The professional learning communities provides opportunities for teachers and administrators to seek and share their learning in order to enhance their professionalism so that students will benefit (Hord, 2012).The reform model will impact teachers, students, and parents.

Research Cited: Laud, L., (2011). "Differentiated Instruction in Literacy, Math and Science" Corwin (p. 27).

Mazano's 9 Instructional Strategies, Identifying Similarities and Differences

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that work. (p. 13). Alexandria, VA: ASCD

Oczkus, L. D. (2010). Reciprocal teaching at work. (2nd ed., p. 4). Newark, DE: International Reading Association.

Fuchs, L. S., & Fuchs, D. (n.d.)U.S. Department of Education, (2010). Reciprocal teaching What works Clearinghouse.

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U.S. Department of Education, (2010). Reading Apprenticeship What works Clearinghouse.

Institute of Education Sciences,

Tier: Tier 2

Activity - Differentiated Instruction training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will engage in onsite Professional Development training for Differentiated instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2013	07/29/2016	\$5000 - Title I School Improvement (ISI)	Administration, teachers and support staff

### Strategy2:

Reading Strategies (All Students) - Based on achievement data, the Bow School staff has determined that the implementation of differentiated instruction for all students, Reading Apprenticeship, Reciprocal teaching, progress monitoring, Piaget's cognitive development theory and targeted Marzano's 9 Strategies for selected students would best support our community in meeting targeted goals. These strategies were chosen after careful and strategic investigation of methods to improve student achievement. Differentiated instruction has been proven to increase student growth. The implementation of this strategy has been proven to positively affect individual student growth based on the student's skill level. Reading apprenticeship focuses on improving students reading comprehension throughout all content areas. Reciprocal teaching is a technique that is used to develop comprehension of a variety of reading texts. In this strategy, the teacher and the student use dialogue to focus on predicting, questioning, summarizing and clarifying complex text. This method models the scaffolding of existing knowledge and new information to develop a clear understanding of text.

Marzano's 9 essential instructional strategies provide teachers with proven method to deliver instruction in all grade levels and content areas. In the book Classroom Instruction That Works by Teachers at Bow implement differentiated instruction, Progress Monitoring, reading apprenticeship, reciprocal teaching and Marzano's 9 instructional strategies.

These reforms were chosen to enrich and accelerate our current curriculum and delivery of instruction. The intent is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum. Differentiated instruction consistently yields positive results when used to increase student achievement (Laud, 2011). Our needs assessment found that our students need to strengthen their reading comprehension, therefore, reading apprenticeship was implemented. Reading apprenticeship infuses reading strategies throughout all content area instruction to increase comprehension in an effort to increase student achievement. (Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K., 2008). The use of Reading Apprenticeship strategies will be done in conjunction with Marzano's 9 to increase its effectiveness. The use of Marzano's 9 Essential Instructional Strategies are proven to increase student achievement. While we encourage the use of all nine strategies, we have strategically chosen to specifically focus on the implementation of identifying similarities and differences. Out of the nine strategies, We develop and support our reform implementation through professional learning communities, additional instructional staff support i.e. content level instructional and Wayne RESA staff. Additionally, we have also chosen to use various professional development opportunities. The professional learning communities provides opportunities for teachers and administrators to seek and share their learning in order to enhance their professionalism so that students will benefit (Hord, 2012).

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Tier: Tier 1

## Redesign Plan

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Activity - Reading (Reciprocal teaching) Progress Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will administer pretest and posttest	Professional Learning			09/02/2013	07/29/2016	\$5000 - Title I School Improvement (ISI)	All K- 4th instructional staff

Activity - Reading (Reciprocal teaching)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching will engage in professional development training for Reciprocal Teaching	Professional Learning			09/02/2013	07/29/2016	\$5000 - Title I School Improvement (ISI)	Administration

Activity - Reading (Reading Apprenticeship) Grade 5th - 8th	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will engage in professional development training for Reading Apprenticeship	Professional Learning			09/02/2013	07/29/2016	\$5000 - Title I School Improvement (ISI)	Administration

### Narrative:

The focus of our planned professional learning is to educate and inform all levels of school staff in order to implement and sustain consistent improvement. During weekly staff meetings, teachers are provided training from fellow staff members and outside sources. Staff attends District Professional Development in the areas of Reading, Writing, Mathematics, Social Studies and Science. PD360 is available for staff to access online professional development. Lead curriculum leaders attend district professional development and share back with the staff. Bow has a collaborative relationship with Wayne County RESA providing sustained and ongoing training to staff and administration. Wayne RESA coaches also provide job-embedded professional development. The leadership team participates in school improvement professional development through Wayne RESA. In addition teachers will engage in professional development on Marzano's 9 Instruction Strategies, Reciprocal Teaching, Reading Apprenticeship, and Progress Monitoring using Instructional Learning Cycles.

Moving forward, professional development topics to be covered are the use of vocabulary, implementing the standards for mathematics, reciprocal teaching, reading apprenticeship, implementing workshop into the ELA classroom, differentiation of instruction, smarter balanced assessment, increasing rigor and relevance in mathematics, mathematics professional development, science professional development, social studies professional development, making connections and motivating students to learn. Staff also participates in professional development through activities scheduled on the school and District's professional development calendar. During our weekly staff meeting staff receive in house professional development from the instructional specialist and from their colleagues that have received PD training (PLC's). Additionally, teachers are encouraged to meet specific goals for PD360.

Teachers are expected to:

Use some form of SMART Goals (ex. Lorraine Monroe/ BBC, etc.

Engage in ongoing Professional Development opportunities.

Reflect on student data to drive instructional planning.

- Individual teacher support is available through:

- o Wayne RESA Coaches meet with teachers weekly
- o Saturday workshops

## Redesign Plan

Bow Elementary-Middle School

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- o District provided workshops
- o Training is provided on-site (ex. MONDO)
- o Internet Resources and books given
- o Grade Level Collaborations

- At Bow school the staff analyzes assessment data regularly. To ensure that staff analyze and interpret data correctly the staff has received professional development training and coaching from Wayne County Regional Educational service Agency (WRESA) school facilitators.

- The staff meets weekly in grade level and content area sessions to analyze data generated through assessments such as MAP, MEAP, DIBELS and other formative and/or summative assessments. By using the Instructional Learning Cycle (ILC) process, teachers work collaboratively in grade level teams to analyze data, select a focus for improvement, pre-assess, develop and deliver an instructional plan, post-assess, analyze results of student artifacts and assessment data, and then begin the process again.

- Teachers' lesson plans reflect re-teaching, reviewing, and enrichment activities i.e. Accelerated Reading and Math, Math Facts in a Flash.

- Teachers also use rubrics, checklists, informal, observations, written student work, and portfolios to determine student progress and the necessary revisions in instructional strategies that will be required.

- Teachers share assessments results from MAP, MEAP, DIBELS and other formative and/or summative assessments with parents during parent teacher conferences, progress reports.

The indicators for determining the impact of professional learning are:

- Use of Pre and Post Tests data that support the Instructional Learning Cycles.
- Walk-Through data and feedback provides evidence of coaching, PD, collaborative meeting impact, Differentiated Instruction.
- Monitoring of Lesson Plan quality in content areas

As a result of these assessment efforts, future professional learning can be provided for further instructional strategy strengthening.

Additionally, staff will participate in Professional Learning Communities (PLCs). This is a highly effective, research-based strategy to promote job embedded learning. Topics selected will be based on the areas of need as indicated by the achievement data and topics of professional interest obtained through surveys. Participants will meet during a common preparation period or at a designated time following completion of the instructional school day. Participants will engage in inquiry, on-going discussions and development of data-informed improvement ideas which will help to improve the culture, the climate and the level of student achievement.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

The school has no input in the promotion of staff. However, opportunities to develop, improve and increase leadership skills, application and implementation of improved curriculum, presenting at professional development opportunities, brainstorming, creating, developing and enhancing the quality of instruction are always available. Staff are encouraged to engage in those activities which will help develop and expand their skill set and thus avail themselves of opportunities for promotion and career growth. Staff may engage in professional development opportunities provided by the District, RESA and other entities. Staff may also enhance professional advancement through serving and leading committees i.e. school improvement teams, leadership teams, etc. Staff may also enhance their professional growth and advancement by engaging in opportunities as lead teacher for a grade level, content area or other specific task.

The school will also through Wayne RESA or other entities provide SBCEU's for professional growth and development. Additionally, staff will be encouraged to audit classes at local universities to help develop leadership skills.

Staff will consider the possibility of job sharing as a means or strategy for providing flexible working conditions.

The leadership team will provide an easily accessible location for sharing and posting information. Post opportunities for professional and career advancement. Update as new openings become available. Post new course offerings.

Personnel will engage in continuous self evaluation through data analysis, goal setting and strategic conversations with the principal, designated leadership team member(s) or administrator's designee. Reflective, facilitative and coaching conversations will be based on evidence and data collected through teacher observations, multiple types of assessments and classroom observations. This information will be used to define learning goals, design learning opportunities and evaluate the effectiveness of teaching as related to student achievement and levels of growth. These opportunities for sustained, collaborative learning should occur at least once a month and can occur individually, by grade level or content area teams. The rich results will assist in the development of Professional development plans that address specific areas of professional need in aiding effective instruction.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

### Goal 1:

All students at Bow will be proficient in Reading.

### Measurable Objective 1:

65% of All Students will demonstrate a proficiency in comprehension of reading complex and informational text in English Language Arts by 06/30/2017 as measured by District, State and Curriculum assessments.

### Strategy1:

Reading Strategies (All Students) - Based on achievement data, the Bow School staff has determined that the implementation of differentiated instruction for all students, Reading Apprenticeship, Reciprocal teaching, progress monitoring, Piaget's cognitive development theory and targeted Marzano's 9 Strategies for selected students would best support our community in meeting targeted goals. These strategies were chosen after careful and strategic investigation of methods to improve student achievement. Differentiated instruction has been proven to increase student growth. The implementation of this strategy has been proven to positively affect individual student growth based on the student's skill level. Reading apprenticeship focuses on improving students reading comprehension throughout all content areas. Reciprocal teaching is a technique that is used to develop comprehension of a variety of reading texts. In this strategy, the teacher and the student use dialogue to focus on predicting, questioning, summarizing and clarifying complex text. This method models the scaffolding of existing knowledge and new information to develop a clear understanding of text.

Marzano's 9 essential instructional strategies provide teachers with proven method to deliver instruction in all grade levels and content areas. In the book Classroom Instruction That Works by Teachers at Bow implement differentiated instruction, Progress Monitoring, reading apprenticeship, reciprocal teaching and Marzano's 9 instructional strategies.

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## Redesign Plan

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Reading Apprenticeship strategies will be done in conjunction with Marzano's 9 to increase its effectiveness. The use of Marzano's 9 Essential Instructional Strategies are proven to increase student achievement. While we encourage the use of all nine strategies, we have strategically chosen to specifically focus on the implementation of identifying similarities and differences. Out of the nine strategies, We develop and support our reform implementation through professional learning communities, additional instructional staff support i.e. content level instructional and Wayne RESA staff. Additionally, we have also chosen to use various professional development opportunities. The professional learning communities provides opportunities for teachers and administrators to seek and share their learning in order to enhance their professionalism so that students will benefit (Hord, 2012).

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Tier: Tier 1

Activity - Reading (Reciprocal teaching) implemented	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4th grade teacher will implement Reciprocal Teaching into their daily lessons	Direct Instruction			09/02/2013	07/29/2016	\$5000 - Title I Schoolwide	K - 4th grade teachers

### Narrative:

The school will use MEAP, Accelerated Reading, Accelerated Math, Dibels, Benchmark assessment data and other data to determine the instructional gaps which need to be addressed. The school has already established data charts which include reading, writing, science, social studies and writing data.

1. For Grades K-2, data from Dibels, MAP, district data from Pre and Post Tests, along with Star Reading and Star Math were used.
- 2..For Grades 3-5 MEAP, MAP, District Pre and Post Tests, Star Reading and Star Math assessment data will be used to determine instructional gaps which need to be addressed.
3. For Grades 6-8 MEAP, MAP, District Pre and Post Tests, Star Reading and Star Math assessment data as well as gender specific test data will be used to determine instructional gaps which need to be addressed.
4. Additionally, for Science and Social Studies, Pre and Post Test score data along with MEAP scores were used to determine instructional gaps which needed addressing.
5. Special Education data is determined by MEAP (w/wo modification), MI-ACCESS, Brigance, K-TEA and Slosson as determined by student IEP.

There is also attendance data, behavior data and parent involvement data. The data can be disaggregated to determine teacher achievement success rates and the instructional past practices which have supported achievement and those practices which have been used that do not support achievement. Acknowledging achievement gaps, successful and unsuccessful past practices, and identified instructional needs, staff will research best practices to identify and implement an instructional program that is research based and aligned

from one grade to the next as well as with state standards to improve achievement levels.

The data sources cited above revealed several causes and indicators of low student performance:

### Mathematics:

- Students struggle to grasp basic foundational principles of Mathematics.
- Additionally in looking at Math instruction during the early K-2 years, we realized there was a weakness in concept development.
- Classes were mostly self-contained. The 6th grade math teacher indicated students only received one hour of math instruction during the 2012-2013 school year.

### Reading:

- Students struggle with decoding text; Lack of phonemic awareness; Students demonstrate comprehension of orally read text but not printed text.
- Students are not reading independently as frequently as requested by the classroom teachers. Although independent reading time is provided daily, students have not translated this skill to reading at home or beyond the school day.

### Science:

- No elementary science teacher for prior years.
- Students entered 8th grade science program with low foundation in science
- Science was/is not departmentalized
- Students lack exposure to informational text

### Social Studies:

- Shift to computerized assessment format contributed to students not attaining proficiency level.

Since 2011-12, the time of identification as a priority school, the following interventions and instructional strategies have been implemented to address the instructional gaps. Additional comments about the impact of some these strategies is included:

2011 - 12 (ongoing to present time)

#### After School Programs:

21st Century After School Enrichment Program

Title I After School Tutorial Programs

2012 - 13 (ongoing to present time)

- Reciprocal Teaching
- Reading Apprenticeship
- Extended Year (Additional 4 weeks added to school year)
- Using the support of the Math RESA Coach and the Math Lead Teacher, we have worked to (1) strengthen the instructional skills of the classroom teacher and (2) develop more effective Math lessons
- Wayne RESA Instructional Coaching (ELA, Math and Science, Social Studies)

2013 - 14 (ongoing to present time)

- o Guided Reading ( Grades K-8)
- o MONDO ( K-3)
- o SSA Support ( Tier 3 Students; Based on MAP & Dibels Test Data)



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- o Social Studies Instructional Specialist (Pre-K-3 Teacher Support; Tier 3 Support)
- o Gender Specific Classes ( Grades 6-8)
- o NBC Learn ( School-Wide)
- Title 1 Reading Teacher
- Increased instructional time for Grades 6 - 8; (lunch hour reduced by 25 minutes)

One such program whose implementation will continue at a higher level of proficiency is the Imagine It! Instructional Reading Program. Those classrooms where the core subjects of ELA (English Language Arts which include reading/writing, grammar, and spelling) and social studies are taught will implement the program fully. The Imagine It! Instructional Program is research based. Its use has also produced evidence which supports instruction and acquisition of language arts skills. The individual components of the program address the major areas of reading instruction: comprehension, vocabulary development, phonics and phonemic awareness. The program is structured and systematic in the use of proven best practices. Evidence based, it has proven high student achievement, and also provides the results which support the instruction needed to increase the level of individual student growth.

The Reading Apprenticeship Program will continue to be implemented as professional development occurs. Each teacher will incorporate strategies taught in the Reading Apprenticeship program in all subject areas. This evidenced based program provides systematic, instructional strategies in which students develop and strengthen the use and application of reading skills which increase vocabulary and expand comprehension in both narrative and expository text using a variety of genres.

In an effort to provide opportunities for practice and strengthening, students will engage in the Accelerated Reading Program. This program is an excellent tool for increasing comprehension of text and developing vocabulary simply through practice. This program is research and evidence based and is easily implemented with adequate resources i.e. technology for assessments, quizzes, tests, etc. and identified leveled books for reading. A weekly participation rate of 95% or better must be required in order to reap the benefits of the program. Teachers in all subject areas must be held accountable for the daily implementation and success of this program. Each teacher will be required to post weekly data in a location determined by the school leadership team. Evaluation of individual staff must include use of this program.

All indicated programs are aligned from one grade to the next as well as with state standards to improve achievement levels.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

### **Goal 1:**

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Tier: Tier 1

Activity - Reading (Reciprocal teaching) Progress Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will administer pretest and posttest	Professional Learning			09/02/2013	07/29/2016	\$5000 - Title I School Improvement (ISI)	All K- 4th instructional staff

**Goal 2:**

Teaching and Learning Supports will be provided for all students to improve academic achievement.

## Redesign Plan

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### Measurable Objective 1:

collaborate to provide academic support to the core content areas by 07/29/2016 as measured by an increase of 5% proficiency in all core content areas..

### Strategy1:

Professional Learning Communities - A professional learning community (PLC) at Bow is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. PLCs have many variations. In one definition PLCs "extend... classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning. The idea behind a PLC is to integrate two concepts that in the past, have been quite distinctive from each other; professional and community. Through this commitment and creation of a shared vision the team, including leaders and participants, becomes empowered to work together and achieve goals. PLCs must be a joint venture for it is true that, "Top-down mandates and bottom-up energies need each other." This process involves sharing diverse ideas and making compromises so that all members are satisfied with the direction in which Bow is moving.

Research Cited: [http://en.wikipedia.org/wiki/Professional\\_Learning\\_Community](http://en.wikipedia.org/wiki/Professional_Learning_Community),

Tier:

Activity - Instructional Learning Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in instructional learning cycles to support learning at Bow School. Teachers will collaborate to gather information for the ILC's and discuss the data. All teachers ILC data will be organized into binders for each teacher or grade level for quick access and to develop a portfolio of student growth at Bow School.	Professional Learning			09/03/2013	07/29/2016	\$5000 - Title I Schoolwide	All instructional staff.

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to engage in professional reading for PLC's. Substitute coverage will be provided to students for PLC and ILC professional learning opportunities. Professional development may be presented to staff to support the finding in Professional Learning Communities. Teachers will have their information organized into binders as log of professional growth.	Professional Learning			09/03/2013	07/29/2016	\$5000 - Title I Schoolwide	All instructional and support staff

### Narrative:

The school promotes the continuous use of individual student data to inform and differentiate instruction to meet individual student needs through a variety of ways. During instruction, students are grouped according to skill mastery, and comprehension level. Assessment data is

also used for reinforcing concepts, reteaching and realigning instruction. Assessment data is used for lesson planning, grouping, conferencing and decision making. Data is used to develop authentic portfolios of each student. Providing effective tiered instruction challenges students and supports their growth both academically and emotionally. Differentiated strategies provide differentiated instruction as needed indicated by the data, interim, summative and formative. Decisions are made based on the data.

Staff is required to look at data daily as the instructional classroom leader, weekly in analyzing weekly assessments, monthly through completion of data calendars and bi-quarterly and quarterly in preparing progress reports. Assessment data allows for the instructor to use the students' learning strengths, interests; and learning styles, thus developing a "working warehouse" of individual data for each child. This warehouse of data is documented through student portfolios filled with student work as evidence.

Additionally, the use of the data by staff determines whether a child needs a higher tier or level of intervention. A possible referral to a resource coordinating team to develop an additional plan of work will help avoid large gaps in learning.

Student data, when linked with teaching data gathered through walk-throughs and dialogues with staff at grade level and staff meetings, help to determine those best practices which are beneficial to specific learners. Teachers make these connections through monthly grade level meetings with the focus on identifying what is working and what is not working for each student, individual and group of students. The acknowledgement of these early warning indicators, discussed as a result of the assessment data, help to flag possible learning disabilities or challenges.

In linking teaching data with achievement data to inform both teaching practice and drive measurable results, teachers are well positioned to use data to differentiate instruction which will in turn help to support and sustain instruction.

Teachers create opportunities for student-teacher conferences to dialogue and discuss each student's individual progress. The assessment data used by the teacher during the conference with the student is a result of current work completed or a series of assessments over a preidentified time period. Students are given an opportunity to listen to the data the teacher shares and determine their level of responsibility. This creates a two-way conversation between the instructor and the learner and facilitates rigor, relationship and relevancy within the learning. The key details of this conference are then shared with them through a brief written report with the parent. The report is signed by both the student and the parent. The report is designed by the individual teacher so that it is specific and grade appropriate.

Two of our Big Ideas are: Reciprocal Teaching and Teaching students to understand their own data and set SMART Goals. To this end we have established school wide criteria for: displaying the objective for the lesson in student friendly language and specifying how students will know what they must do to prove mastery. School conducts regular walkthroughs to gather evidence/data on staff practice. Data is shared with staff and opportunities for reflection are also provided.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Students will have the opportunity to engage in additional instructional time by participating in the Extended Day Program. Students who scored at a level less than proficient (Level 3 or Level 4) will be required to participate in the extended day program. Students who scored at a proficient or advanced level will be invited to participate so that their learning experience may include enrichment and experience the opportunity to grow. Grades 6 - 8 will increase instructional time by reducing the :lunch hour by 25 minutes. Additionally, core subject areas reading/writing and math will receive an additional forty-five minutes of instructional time daily in grades K - 3 and sixty minutes in grades 4 - 8. The Extended Day will occur three (3) times weekly for two and a half hour sessions each day. Students may also participate in the tutoring programs offered by the Supplemental Educational Services (SES) providers. This service is offered at no cost to the family.

Additional collaboration time for PLCs will occur on Wednesday mornings before the school day begins. Teachers will have an opportunity to meet for 60 minutes in their professional learning groups and engage in professional dialogue. A designated recorder will produce a written report along with the input of team members indicating key points. Following the PLC meetings, staff will meet to dialogue about key concerns, school climate, school culture and other school related concerns. This meeting will last one hour.

Staff will also set aside time to engage in technology skills acquisition so that they can best address the learning and instruction in the digital age. Their skill level is expected to increase as they master the "21 Things for the 21st Century educator.

Basically, a schedule must be created which incorporates time for collaboration, Early Warning Indicator meetings, professional learning communities, staff meetings, extended day and monthly professional development.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

student, the teacher and supports the learning environment. Every parent wants their child to be successful. Therefore, providing opportunities for parents to hear information that will help them provide a quality experience for their child will also have a positive impact on student achievement.

### \* Initiate School-Parent Programs

Teachers provide parents with an overview of current lessons for their children reinforcing academic skills. Teachers send home classroom newsletters periodically (monthly or bi-monthly and weekly) to inform parents of the topic, concept, lesson objectives and study skills for the week or month. Teachers provide a two way communication tool by which parents may request more information or clarification or request a conference.

### \*Conduct Effective School Parenting Programs

Schedule monthly small group sessions led by a trained staff person or a trained volunteer parent. The topic of the session would relate to an observed need or skill set acknowledged during the need assessment.

\*Provide many opportunities to display student work, talents and accomplishments. Schedule programs and activities throughout the schoolyear which provide students an opportunity to shine and parents to feel proud. Each school year, in addition to the holiday celebrations and activities, all students will have an opportunity to participate in a:

- \*science fair

- \*math fair

- \*poetry festival

- \*writing or published authors' event

- \* spelling bee

- \* math bee

Each grade level team is responsible for providing at least three opportunities for the parents to see their child perform, present or share their talents.

### \*Communicate with Parents

Students benefit greatly when parents and teachers understand each other's expectations and communicate regularly about the learner and their progress, behavior, habits, etc. Therefore, the following communication strategies will take place:

- \* Parent-teacher-student conferences that stimulate positive and constructive feedback between teacher, parent and child based on data in student portfolios (student work) will occur during each progress report.

- \*Grade reporting periods will include written, two-way communication (progress reports)

- \*newsletters with contributions by parents

- \*open door parent-teacher conferences at the designated time of thirty minutes before school each morning.

- \*progress reports.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The District will provide support in the form of calendars, pacing charts, curriculum guidelines, planning time, meeting time, professional development and funding where possible.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. This operational flexibility includes making possible having more control over school budgets, scheduling, and instructional programs. Schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

To ensure that each priority school receives ongoing, intensive Technical Assistance and support, Detroit Public Schools has established the Office of School Turnaround. The Office of School Turnaround will provide comprehensive school wide support in Teaching and Learning.

This office will effectively coordinate the efforts of school improvement and school wide reform initiatives. The Office of School Turnaround supports the following schools:

- School Improvement Grant (SIG) Schools
- Reform/ Redesign Schools
- MI-Excel Schools

### - High Priority Schools

This office coordinates all school improvement efforts between the Michigan Statewide System of Support: Michigan Department of Education (MDE), Wayne RESA, and external educational partner providers. This office will support, promote and monitor all school turnaround efforts and focus on continuous academic improvement through school turnaround initiatives.

The Office of School Turnaround will include the following:

(1) Director of School Turnaround- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Director will also be responsible for monitoring the effectiveness of the level and type of support provided by external support agents.

(6) Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible for collecting data and evidence that will be shared with the Director of School Turnaround and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Support will also be available through the Statewide System of Support, PLAs will receive additional support and services required to assist schools in successfully implementing each school's respective reform model.